Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Second Grade Module 4: Mid Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 4: Mid Module Assessment** | | | | | | | | | | | | | |
|  | **Domain** | | | | | | **Standards** | | | | | | | |
| Question | Operations and Algebraic Thinking | | | Number and Operations in Base Ten | | | 2.OA.1 | 2.NBT.5 | | 2.NBT.7 | | 2.NBT.8 | | 2.NBT.9 |
| 1 |  | | | 1 2 3 4 | | |  | X | |  | | X | |  |
| 2 |  | | | 1 2 3 4 | | |  |  | | X | | X | |  |
| 3 |  | | | 1 2 3 4 | | |  | X | |  | |  | |  |
| 4 | 1 2 3 4 | | | 1 2 3 4 | | | X | X | |  | |  | | X |
|  | | |  | | |  |  | |  | |  | |
| Domain  Score | Operations and Algebraic Thinking | | | Number and Operations in Base Ten | | |  | |  | |  | |
| Total Points |  | | |  | | |  | |  | |  | |
| Level | 4 | 4 points | | 4 | 14-16 pts. | |  | |  | |  | |
| 3 | 3 points | | 3 | 10-13 pts. | |  | |  | |  | |
| 2 | 2 points | | 2 | 6-9 pts. | |  | |  | |  | |
| 1 | 1 point | | 1 | 4-5 pts. | |  | |  | |  | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Second Grade Module 4: Mid Module Assessment Task Score Sheet (continued)**

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| Mid-Module Assessment Task (Topics A-C)  Standards Addressed |
| Represent and solve problems involving addition and subtraction.  2.OA.1 Use addition and subtraction within 100 to solve one- and two-step problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.  Use place value understanding and properties of operations to add and subtract.  **2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  **2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.  **2.NBT.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.  **2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.) |